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| **Rubric Category**  **Informational Writing Rubric**  **Writing and Composition:** Students can write with a clear focus, coherent organization, sufficient elaboration, and detail. Students can also apply standard English conventions to effectively communicate with written language. | **Exceeds Standards** | **Meets Standards** | **Approaching Standards** | **Below Standards** |
| **(Ideas)**  Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2)  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b) | Substantial, specific, relevant, and/or illustrative content demonstrates strong development and sophisticated ideas. Key ideas are skillfully selected and summarized in order to introduce the topic.  Claim is clear and offers an innovative and/or insightful response to the prompt.  Includes significant and varied facts and details relevant to the claim  Excludes extraneous information. | Sufficiently developed content with adequate elaboration or explanation. Selects and summarizes key ideas to introduce the topic.  Establishes a clear claim when responding to a prompt.  Includes facts and details relevant to the claim.  Excludes extraneous information. | Limited content with inadequate elaboration or explanation. Attempts to select and summarize key ideas to introduce the topic.  Claim is too general or unclear or does not respond to the prompt.  Includes some facts and details.  Includes some extraneous information. | Superficial, undeveloped writing with irrelevant or little or no support. Does not select and summarize key ideas to introduce the topic.  No identifiable claim.  Minimal facts and details.  Includes substantial extraneous information. |
| **(Organization)**  Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c)  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.11-12.2f) | Highly developed introduction that sets forth the purpose of the paper and effectively hooks the reader.  Ideas are clearly, purposely, logically, and smoothly connected using sophisticated transition words and phrases.  The conclusion effectively reviews the most important points by synthesizing the information previously presented. | Clear introduction that sets forth the purpose of the paper.  Ideas are connected in a functional arrangement of content that sustains a logical order using transition words and phrases.  The conclusion reviews the most important points of the paper and ties the ideas together adequately. | Introduction is attempted but weak.  Ideas are connected inconsistently through the use of illogical transition words and phrases.  The conclusion recalls some important points of the paper but does not tie ideas together adequately. | Introduction is not developed or missing entirely.  There is little or no attempt to connect ideas and information in a logical order.  The conclusion does not review the paper’s main points. |
| **(Style)**  Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d)  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.11-12.4)  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e) | Precise, illustrative use of a variety of words and inventive literary devices create purposeful, consistent writer’s voice and tone.  There is a sharp, distinct, and insightful controlling point made about a single topic with evident awareness of task and audience. There is a clear focus to the paper.  Writer’s voice is perfectly attuned to the subject matter of the paper.  Tone created by the writer demonstrates exceptional understanding of the subject.  Sentences vary in length and structure and are impeccably constructed. | Generic use of a variety of words and effective literary devices create purposeful writer's voice and tone.  There is a clear, controlling point made about a single topic with general awareness of task and audience. The paper includes a single focus.  Writer’s voice is appropriate to the subject matter of the paper.  The tone created by the writer demonstrates an understanding of the subject.  Sentences vary somewhat in length and structure and are properly constructed. | Limited word choice and ineffective attempts to use literary devices inhibit clarity of writer’s voice, tone, and purpose.  There is vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience. The paper includes an unclear focus.  Writer’s voice is sometimes inappropriate to the subject matter of the paper.  The tone created by the writer demonstrates very little understanding of the subject.  Sentences only occasionally vary in length and structure and are frequently constructed incorrectly. Fragments and run-ons are evident. | Word choice lacks variety, precision, and accuracy. Use of literary devices is incorrect, distracting, and/or confusing. Writer’s voice, tone, and purpose are not developed.  There is little or no evidence of a controlling point about a single topic. The paper’s focus is not clear.  Writer’s voice is not appropriate to the subject matter of the paper.  The tone created by the writer demonstrates no understanding of the subject or is inappropriate.  Sentences rarely vary in length and structure and reveal minimal control of structure. Fragments and run-ons detract from readability. |
| **(Conventions)**  Demonstrate command of the conventions of standard English grammar and usage when writing. (CCSS: L.11-12.1)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) | There are no errors in grammar, mechanics or spelling.  Use of grammar enhances the flow of the piece. | Some errors in grammar, mechanics, or spelling occur, but they do not impede understanding.  Varied use of grammar to improve the flow of the piece. | Errors in grammar, mechanics or spelling detract from the work and impede understanding but could be fixed with some attention to detail. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, placing a period or a comma outside of quotations, or a variety of other offenses. |
| **(Research)**  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) | The writer completely avoids plagiarism through the effective use of quotations and paraphrasing.  The finished appearance is of superior quality, is formatted according to MLA conventions, and includes well-placed graphics or thoughtful use of fonts. | The writer avoids plagiarism through the use of  quotations and paraphrasing.  Presentation/formatting of the narrative is standard and predictable and follows MLA conventions. | The division between quoted or paraphrased material from the  writer’s own content is not always clear.  Presentation/formatting confuses the message and does not follow MLA conventions accurately. | The division between quoted or paraphrased material from the writer’s own content is not clear and gives the impression of plagiarism.  MLA elements are missing. |

Comments:

**Non-Scoreable**

* Is illegible; includes so many indecipherable words that no sense can be made of the response.
* Is incoherent; words are legible; syntax is so garbled that response makes no sense.
* Is insufficient; does not include enough to assess domains adequately.
* Is a blank paper

**Off-Prompt**

* Is readable but did not respond to prompt